DOCUMENT RESUME

ED 141 317 SP 011 180

AUTHOR Falk, William W.; Comfort, Allen
TITLE Residential and Racial Trends for the School-Age Population and Public School Teachers in Louisiana. Bulletin Number 697.
INSTITUTION Louisiana State Univ. and A and M Coll. System, Baton Rouge.
PUB DATE Dec 76
NOTE 39p.; Parts may be marginally legible due to small print of the original document

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Census Figures; *Educational Research; Employment Patterns; *Racial Factors; Rural Education; Rural Population; Rural to Urban Migration; *Rural Urban Differences; *School Demography; *State Surveys; Teacher Characteristics; *Trend Analysis; Urban to Rural Migration
IDENTIFIERS *Louisiana

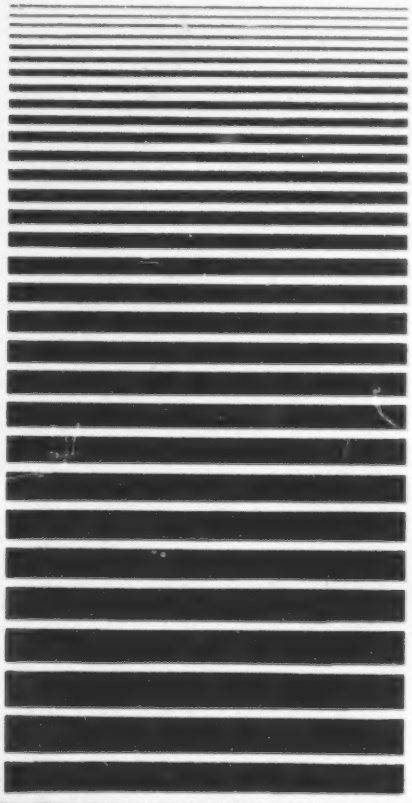
ABSTRACT

Shifts in residential and racial distributions of school-age children and public school teachers in rural areas of the state of Louisiana are analyzed to provide an increase in information available concerning those areas. Impetus for the study was provided by a trend on the part of researchers to concentrate on urban phenomenon to the neglect or avoidance of rural developments. Summary data compiled from the U.S. Census of 1950, 1960, and 1970 are presented on rural and urban populations for those periods, on the school-age population (seven to seventeen years of age) and on the school-age population actually enrolled in school. Data are presented on teacher training and teacher experience levels for the schools in rural and urban parishes, and--with few exceptions--are categorized by both residence and race. Selected findings are presented and discussed, including trends in rural-urban/urban-rural migration, occupational status, urbanization, racial distribution, school-age population, employment patterns, teacher educational levels, and teacher experience levels. (MB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED141317

Residential and Racial Trends For the School-Age Population And Public School Teachers in Louisiana



WILLIAM W. FALK
and
ALLEN COMFORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
Center for Agricultural Sciences
And Rural Development
AGRICULTURAL EXPERIMENT STATION
DOYLE CHAMBERS, DIRECTOR

Bulletin No. 697

December 1976

SP011 180

CONTENTS

	Page
Introduction	3
Rationale of the Study	3
Methods and Procedures	5
Population Trends in Louisiana: 1950-1970	6
State Population Trends	6
Rural-Urban Population Trends	6
School-Age Population Trends	14
Trends in School Attendance	16
Teachers in Louisiana Public Schools	19
Teacher Distribution	19
Teacher Training	21
Teacher Experience	23
Summary and Conclusions	27
Summary Highlights	28
Conclusions and Implications	29
Appendix	32

Residential and Racial Trends for the School-Age Population and Public School Teachers in Louisiana

WILLIAM W. FALK AND ALLEN COMFORT*

Introduction

This study is largely a longitudinal follow-up of earlier work by Smith[1] and Smith and Bertrand.[2] Their studies dealt with trends and patterns in Louisiana education from 1936 to 1960. Our study will serve to update theirs and at the same time will suggest an alternative approach to the solution of methodological problems encountered. The focus is on rural parishes since they most often lag behind urban parishes in terms of average years of educational attainment, teacher salaries, etc.

Educational attainment in Louisiana has historically been poor, especially when compared with that in other states (for example, in a national ranking of literacy rates using 1970 census data, Louisiana was ranked 50th[3]). In this report the focus is not on a comparative analysis of Louisiana with other states; rather, the central interest is on variation within the state itself. In particular, we wish to examine two segments of the population that have tended to be sharply different — rural and urban. Whites and nonwhites within those parishes classified as rural or urban will also be studied.

Rationale of the Study

One primary factor provided the impetus for this study. For several decades there has been a seemingly irreversible trend in America — the migration from rural to urban areas. Those writing about rural areas often referred to their populace as those "left behind."[4] At the same time,

*Assistant Professor and Graduate Research Assistant, respectively, Department of Rural Sociology, Louisiana Agricultural Experiment Station.

[1]Marion B. Smith, *A Sociological Analysis of Rural Education in Louisiana*, Baton Rouge: Louisiana State University Press, 1938.

[2]Marion B. Smith and Alvin L. Bertrand, *Rural Education in Transition: A Study of Trends and Patterns in Louisiana*, Louisiana Agricultural Experiment Station, Bulletin No. 576, December, 1963.

[3]This data is from Public Affairs Research Council, *PAR Analysis, Educational Attainment in Louisiana*, No. 188, February, 1973. Also reported was Louisiana's ranking of 41st in the median years of education completed by adults 25 years old or older (10.8 years). Louisiana ranked 50th in the proportion of adults with no schooling (3.9%); 50th for the proportion of adults with 5 years or less of schooling—the "functionally illiterate" (13.1%); 41st in the proportion of adults who have finished high school (42.3%)—the criterion considered by many to be the minimum requirements for an adequate education in the 1970's; and 35th in the proportion of adults who have finished college (9.1%).

[4]See the report by the President's National Advisory Commission on Rural Poverty, "The People Left Behind." Washington, D.C., U.S. Government Printing Office (September, 1967).

increasing urbanization has seen a concomitant trend on the part of researchers to largely ignore rural areas. Some have actually written about urban areas (and their attendant problems) as though there were no others. This myopic focus has led to a wealth of information on urban phenomena, but a paucity of comparable information on rural phenomena.

As Beale has recently shown,[5] the longstanding trend of rural-to-urban migration seems to have reached a turning point. Not only has the trend abated but it has reversed. We may now speak of urban-to-rural migration as a trend of the future. Rural areas are also retaining more of their indigenous population at the same time that they are attracting new residents. Additionally, in the U.S. we seem to have reached an historical juncture when food and fiber production is no longer to be taken for granted. Because of these developments, rural areas are more and more in the news, both as places to live and for their economic and sustenance functions. It seems reasonable to expect, then, that rural areas will be under increasing demand to provide high quality services for rural residents. And, if past history is any indication, education will be one of those services for which many people will have high expectations.

Education in rural areas will remain important for at least two reasons. First, since food and fiber production is becoming increasingly mechanized and technological, it will be necessary to provide the experiences and skills requisite to competing in what will become an evermore competitive labor market. This labor market will seek persons both in agricultural jobs (e.g., farmers, operators of farm equipment, etc.) and in jobs which are agriculturally-supportive, that is, which serve rural residents (e.g., agricultural banking and finance, soil science, agricultural production, parks and recreation planning, etc.). Second, for many persons, the educational facilities available in a community are a key consideration in the choosing of a residence.[6] There is (and will likely continue to be) a mutual "push-pull" dialectic in leaving urban-suburban areas for rural areas. One factor is a sense of escaping urban problems in a move to less troubled rural areas (both a push and pull factor). At the same time there is a desire to have available certain services which are comparable in quality to those just vacated: in short, to not feel that one's children will be placed at a disadvantage later on due to poor educational facilities.

The time has come when more information must be generated on rural folk, rural institutions, and rural areas. With reversed migration streams and an increasingly technological agriculture, educational systems in rural

[5]Calvin Beale, "Rural Development: Population and Resettlement," *Journal of Soil and Water Resources*, January-February, 1974.

[6]Almost any text on housing will support this statement. For examples, see Glenn H. Beyer, *Housing and Society*. New York: The MacMillan Co., 1965; Nelson N. Foote et al., *Housing Choice and Housing Constraints*. New York: McGraw-Hill, 1960; George Grier and Eunice Grier, *Equality and Beyond*. Chicago: Quadrangle Books, 1966.

areas are likely to have high demands placed upon them. Using the U. S. Census and the Annual Reports for the State Department of Education as data sources, it is possible to do a systematic assessment of various factors related to education in the state of Louisiana.

Methods and Procedures

As stated earlier, this study builds on the work of Smith, and Smith and Bertrand. Smith was among the early rural sociologists who examined education from a sociological perspective. His later work with Bertrand built on this framework and included an historical analysis of roughly a quarter century of change (1937-1961). As did Smith and Bertrand, the authors of this study have drawn heavily on the U.S. Census[7] and the Annual Reports of the Louisiana State Department of Education.[8]

Whereas Smith and Bertrand used Smith's earlier work in 1937 as a benchmark and then used as comparative dates 1950 and 1960, the present study has used 1950, 1960, and 1970 (for school data, 1974). The year 1950 was a key one for Louisiana because it was the first year in which the census indicated that a majority of the citizenry resided in urban areas. Following the lead of Smith and Bertrand, it was decided to dichotomize urban and rural parishes. While Smith and Bertrand chose to operationalize the "most urban" parishes as 65 percent urban or more and "most rural" parishes as 75 percent rural or more in 1950, we chose to use 65 percent in both cases since this would standardize our comparative framework. Additionally, while they used the same parishes at all three points in time based on the 1950 classification, our number of parishes varies. It was found that certain "most rural" parishes in 1950 were no longer 65 percent rural in 1960; in fact, one parish (St. Bernard) went from the most rural category to the most urban category between 1950 and 1960 and was the third most urban parish in Louisiana in 1970. The method used was meant to reduce potential interpretation error caused by the inclusion of parishes at a point in time when they were not actually "most rural" or "most urban" as the case might be.

The report is organized so that summary data are first presented on the rural and urban population for 1950, 1960, and 1970, on the school-age population (7-17 years old), and on the school-age population actually enrolled in school. Data are also presented on teacher training and teacher experience for the schools in rural and urban parishes. In almost all cases the data are presented by both residence and race. The final section of the report is included to discuss the implications of selected findings which seem of interest.

[7]Census data in this report are from the United States Census of Population, for the years 1950, 1960, and 1970, U.S. Department of Commerce, Bureau of the Census.

[8]School data in this report are from the State Department of Education of Louisiana, *One Hundred Second Annual Report for the Session 1950-51; One Hundred Twelfth Annual Report for the Session 1960-61;* and *One Hundred Twenty-Fifth Annual Report for the Session 1973-74.*

Population Trends in Louisiana: 1950-1970

State Population Trends

Since our goal was to examine education in an historical manner, data were aggregated from the 1950, 1960, and 1970 censuses. These data show the dramatic population shifts which occurred within the state over a period of 20 years. The total population increased from 2,683,516 in 1950 to 3,257,022 in 1960 to 3,643,180 in 1970 (Figure 1; and Table 1 in the Appendix). Between 1950 and 1970 the state's population increased by 959,664, a gain of 35.8 percent.[9] The white populace grew at a rate of 41.5 percent (from 1,796,683 in 1950 to 2,541,498 in 1970) whereas the nonwhite populace grew at a rate of 24.0 percent (from 886,833 in 1950 to 1,099,808 in 1970).[10] The white-to-nonwhite ratio remained quite constant, with whites comprising 67.0 percent of the total population in 1950, 67.9 percent in 1960, and 69.8 percent in 1970.

Rural-Urban Population Trends

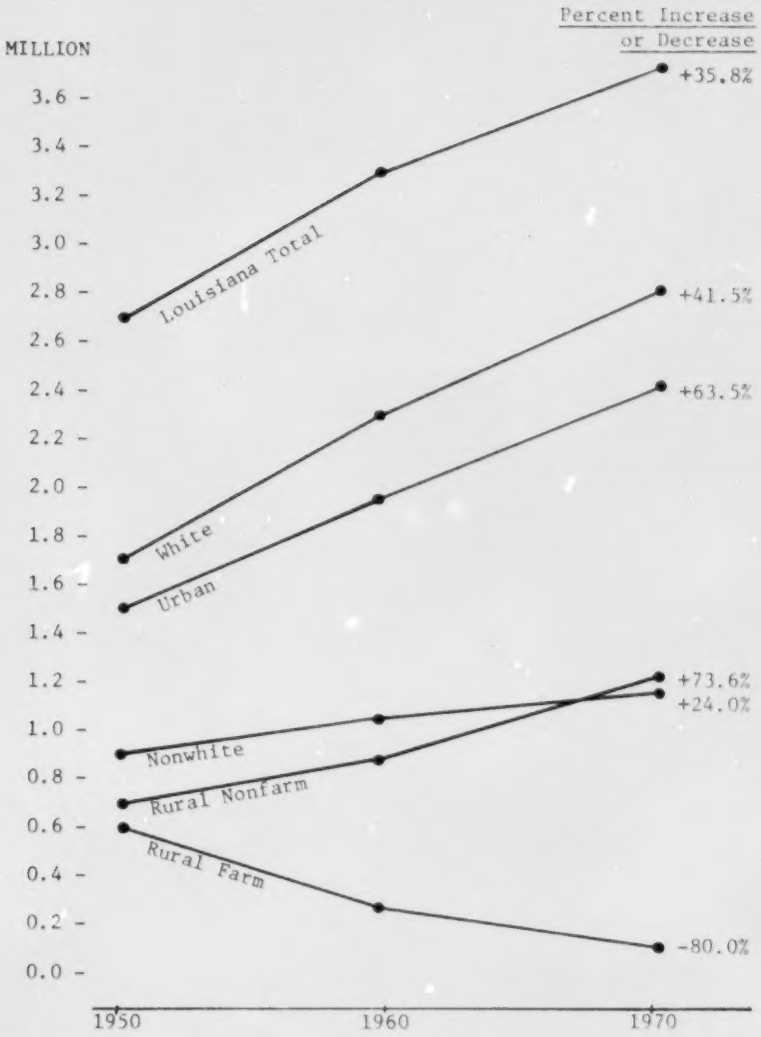
In 1950, for the first time, the majority of Louisianians were classified as urban dwellers (54.8 percent), while the remaining 45.2 percent of the people in the state were classified as residing in rural farm and rural nonfarm areas. By 1960 the urban population had increased to 63.3 percent of the state population, while the rural population had decreased to 36.7 percent. Again in 1970 an increase was noted for the urban population (to 66.1 percent) with another decrease in the rural population (to 33.9 percent). Between 1950 and 1970, the urban population increased from 1,471,696 persons to 2,406,150 persons—a growth rate of 63.5 percent. The rural population, on the other hand, barely remained constant with a slight increase from 1,211,820 in 1950 to 1,233,384 in 1970. It is especially interesting to note that between 1950 and 1970 rural farm residents decreased by nearly half a million people (453,698, or 80 percent) while the rural nonfarm population was increasing by nearly an equal amount (474,262, or 73.6 percent). Whereas the rural farm population was 21.2 percent of the total state population in 1950, it had dropped to only 3.1 percent by 1970 (an actual loss of 453,698 persons). But the rural nonfarm

[9]The total 1950 population was used as the base figure for calculating the percent increase of the population. The *net change* in population from 1950 to 1970 was divided by the *total* population of 1950, thereby giving the percent increase in population during the 20-year period. Further, 1950 was used as the base year in calculating all other percent increases and decreases reported in this paper.

[10]The terms "white" and "nonwhite" are used to maintain the distinction used by Smith and Bertrand. Since much of the information for this study was gathered from tables listing data as white or Negro, it was necessary to find the proportion of the state's nonwhite population that is composed of Negroes. In 1950, Negroes comprised 99.5% of the total nonwhite population; in 1960, 99.4% and in 1970, 98.8%. With percentages this high it is acceptable to use the data for Negroes as the data for nonwhites. This will facilitate the ease with which a comparison can be made between our study and the study of Smith and Bertrand.

FIGURE 1

Population Trends in Louisiana, 1950–1970, by Race and Residence



8

population went from 24.0 percent of the total state population in 1950 to 30.7 percent in 1970. Furthermore, when we analyze the percentage that the rural farm and rural nonfarm population constitutes of the total number of people in the rural classification, we find that the rural farm component was 46.8 percent in 1950, 19.5 percent in 1960, and 9.2 percent in 1970. In short, as a percent of total rural population, the number of people living on farms was decreasing while at the same three points in time the rural nonfarm population was increasing from 53.2 percent to 80.5 percent to 90.7 percent — a rather radical rearrangement of the places of residence of the rural population. In this time period, a consistently greater proportion of the state's population was classified as urban and rural nonfarm, but an increasingly smaller percentage was classified as rural farm.

When we compare the white population and the nonwhite population on the rural and urban dimensions, some differences are noted. In 1950, 56.9 percent of the whites in the state were classified as urban versus 50.6 percent for nonwhites — only a slight difference from the 54.8 percent urban residents for the whole state. By 1960 the percent urban had increased to 64.0 percent for whites and to 61.7 percent for nonwhites; for the state the percentage was 63.3. These percentages increased during the next decade so that by 1970 they were 65.6 percent for whites versus 67.8 percent for nonwhites; for the state the percent urban was 66.1. For both whites and nonwhites there was increasing move to urban residence, although the growth rate between 1950 and 1970 was somewhat smaller for whites (62.9 percent) than for nonwhites (66.1 percent).

Following the procedure used by Smith and Bertrand, a classification of the "most urban" and "most rural" parishes was done. Using a criterion of 65.0 percent or greater for either the rural or urban classification, the number of parishes included in the analysis varies at each point in time (see Figures 2, 3, and 4; and Tables 2 and 3 in the Appendix). Briefly, in 1950, six parishes were "most urban" — Caddo, Calcasieu, East Baton Rouge, Jefferson, Orleans, and Ouachita. By 1960 this number had increased to nine parishes, with the addition of Bossier, Iberia, and St. Bernard. In 1970 there were again nine parishes but the particular parishes changed — Bossier and Iberia dropped out and Lafayette and St. Mary were added. While the number of "most urban" parishes grew between 1950 and 1970, the number of "most rural" parishes got continuously smaller. In 1950, nearly two-thirds of all parishes in the state (i.e., 42 of 64) met the criterion of 65 percent rural; by 1960 this number had decreased to 32 parishes and by 1970 had further decreased to only 27.

It is clear that the most urban parishes have accounted for a very high percentage of the total state population in recent years. The six parishes included as most urban in 1950 made up 43.7 percent of the state population; with nine parishes included this percentage had increased to 51.5 percent by 1960 and to 52.9 percent by 1970. Although 42 parishes were

FIGURE 2

Most Rural and Most Urban Parishes in Louisiana in 1950

10

FIGURE 3

Most Rural and Most Urban Parishes in Louisiana in 1960

11

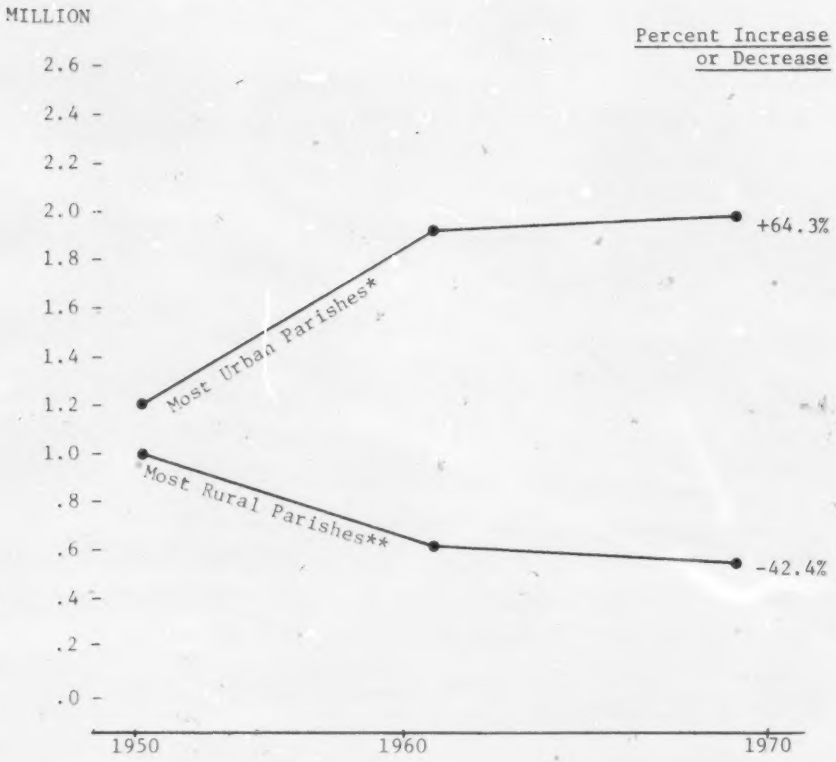
FIGURE 4

Most Rural and Most Urban Parishes in Louisiana in 1970

included in the most rural category in 1950, they accounted for only 28.0 percent of total state population and this percentage had decreased to 15.7 percent by 1960 (with 32 parishes) and to 11.5 percent by 1970 (with 27 parishes). Between 1950 and 1970, the most urban parishes grew by 64.3 percent (755,031 people) while the most rural parishes decreased by 42.4 percent (384,706 people) (Figure 5; and Table 1 in the Appendix).

FIGURE 5

Population Trends in Most Urban and Most Rural Louisiana Parishes



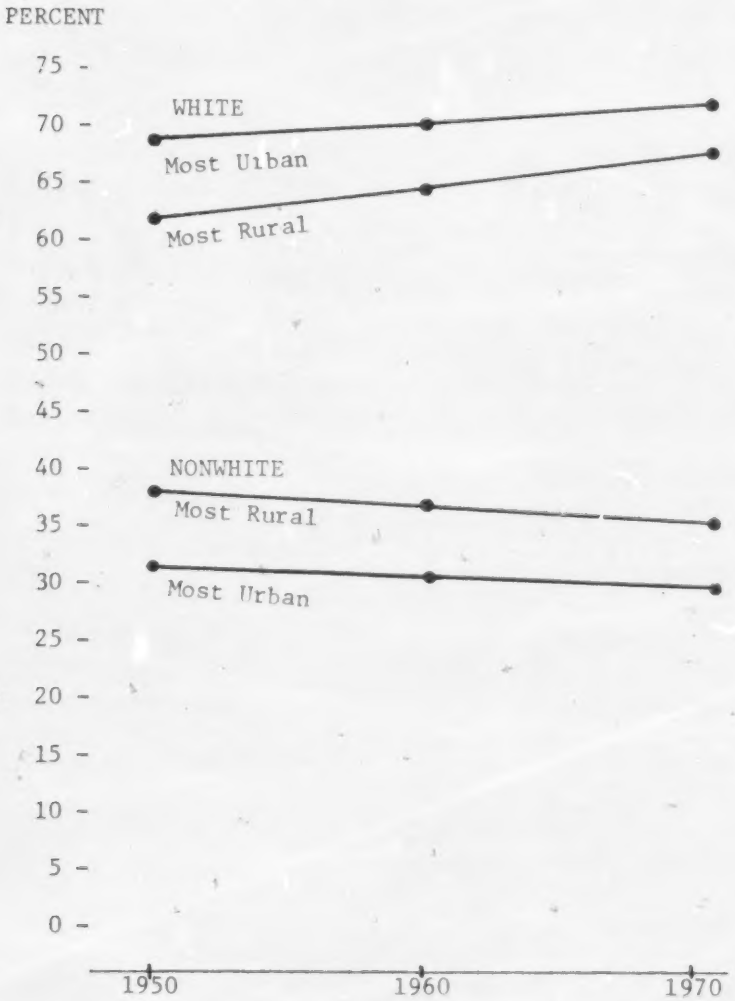
*There were 6 Most Urban Parishes in 1950 and 9 in 1960 and 1970.

**There were 42 Most Rural Parishes in 1950, 32 in 1960, and 27 in 1970.

The proportion of whites and nonwhites in the most urban and most rural parishes remained fairly constant over time (Figure 6; and Table 4 in the Appendix). In the most rural parishes the percentage of the population composed of whites increased from 63.7 percent in 1950 to 64.3 percent in

FIGURE 6

Percent White and Nonwhite in Most Rural and Most Urban Parishes, 1950, 1960, and 1970



1960 to 65.8 percent in 1970. For these same points in time the nonwhite population of the most rural parishes decreased from 36.3 percent to 35.7 percent to 34.2 percent. [At least part of this decline in the rural nonwhite percentages can be accounted for by the increased migration of this subpopulation to the urban areas.] In the most urban parishes also, the proportion of the population that was white increased slightly. The percentages are 69.1 percent, 69.3 percent, and 69.5 percent for 1950, 1960, and 1970, respectively. The proportion of the population that was nonwhite decreased slightly from 30.9 percent to 30.7 percent to 30.5 percent for the three points in time. It is evident that the white and nonwhite proportions of the population were fairly similar in the most rural and the most urban parishes of the state. The nonwhite proportion of the population consistently fell in the 30-35 percent range for the most rural *and* the most urban parishes.

A final observation is in order on the percent of all urban and rural persons in the most urban and most rural parishes. In 1950, 71.0 percent of all people classified as urban lived in the most urban parishes; this had changed to 72.0 percent by 1960 and to 71.6 percent by 1970. Thus approximately 7 out of every 10 persons classified as urban in Louisiana lived in parishes which were at least 65 percent urban. For the rural population, 62.0 percent of all people classified as rural in 1950 lived in the most rural parishes, while this had changed to 42.7 percent by 1960 and to 33.9 percent by 1970. Whereas 6 out of every 10 persons classified as rural in 1950 lived in a most rural parish, only 3 of 10 did so in 1970.

School-Age Population Trends

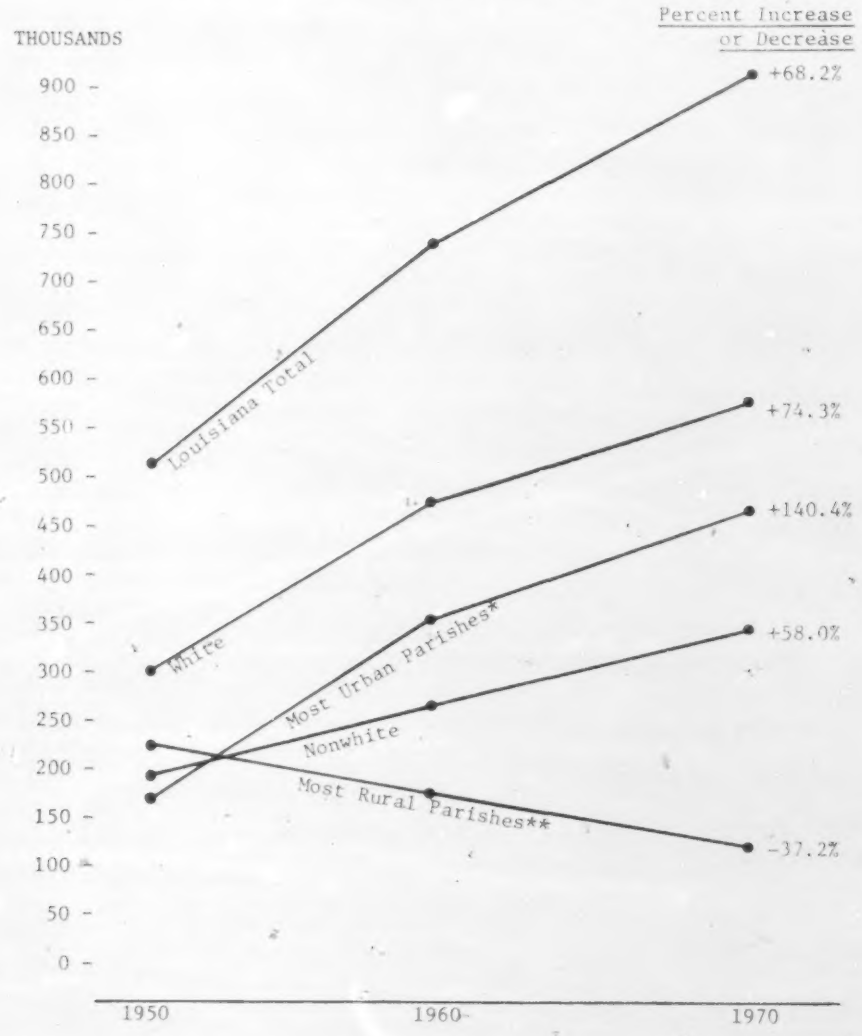
Again in keeping with Smith and Bertrand, we have operationalized "school-age" as being between the ages of 7 and 17, "the ages at which children and youths are most likely to be in school."[11] In 1950 there were 524,545 school-age youths in Louisiana, and this number had increased to 731,455 by 1960 and to 882,475 by 1970, an actual increase of 357,930, or 68.2 percent, between 1950 and 1970 and a sharp divergence from the 35.8 percent growth for the state as a whole (Figure 7; and Table 5 in the Appendix). Whites constituted 62.7 percent of school-age youth in 1950, 63.7 percent in 1960, and 64.9 percent in 1970 with nonwhites making up 37.3 percent, 36.3 percent, and 35.1 percent at each respective time period. Whites increased at a faster rate than blacks, with a 74.3 percent increase (244,276 persons) versus a 58.0 percent increase (113,654 persons).

The percent of school-age children in the most urban parishes continuously increased as a percent of total state school-age population, while the reverse was true for the most rural parishes. Between 1950 and 1970 the

[11]Smith and Bertrand, p. 11. We realize that, given current pedagogical practice, this is a very conservative estimate. It is necessary, however, to make our analysis comparable to that of Smith and Bertrand.

FIGURE 7

Changes in the Number of Persons 7-17 Years Old in Louisiana, 1950–1970, by Race and Most Urban and Most Rural Parishes



*There were 6 Most Urban Parishes in 1950 and 9 in 1960 and 1970.

**There were 42 Most Rural Parishes in 1950, 32 in 1960, and 27 in 1970.

most urban parishes had school-age population growth of 140.4 percent (265,185 persons); whereas the most rural parishes decreased by 37.2 percent (78,606 persons). For each census year, the most urban school-age population as a percent of total state school-age population increased, going from 36.0 percent in 1950 to 47.9 percent in 1960 to 51.1 percent in 1970, the point at which over half of all school-age children in the state lived in only nine parishes. The school-age population of most rural parishes declined from 40.3 percent of the total school-age population in 1950 to 21.6 percent in 1960 to only 15.0 percent in 1970.

It must be kept in mind that these are trends of most urban and most rural parishes and that the number of parishes varies by year. What we are reporting is the most urban or most rural parishes at a given point in time. We are not comparing the same parishes at each point in time by either name or number; what is held constant is the criteria for inclusion in the analysis of being *either* at least 65 percent urban or rural at each point in time. Since we have already demonstrated a change in the general population composition of these parishes (Figures 5 and 7; and Tables 1 and 5 in the Appendix) we would expect an increase in the actual number of school-age children in the most urban parishes and a decrease in the most rural parishes. The significant finding here is that by 1970 the school-age children in the most rural parishes accounted for only 15 percent of all school-age children in the state — a very sharp decline from the 40.3 percent who had resided in the most rural parishes in 1950. And, as noted, over half of all school-age children in the state lived in just nine urban parishes by 1970.

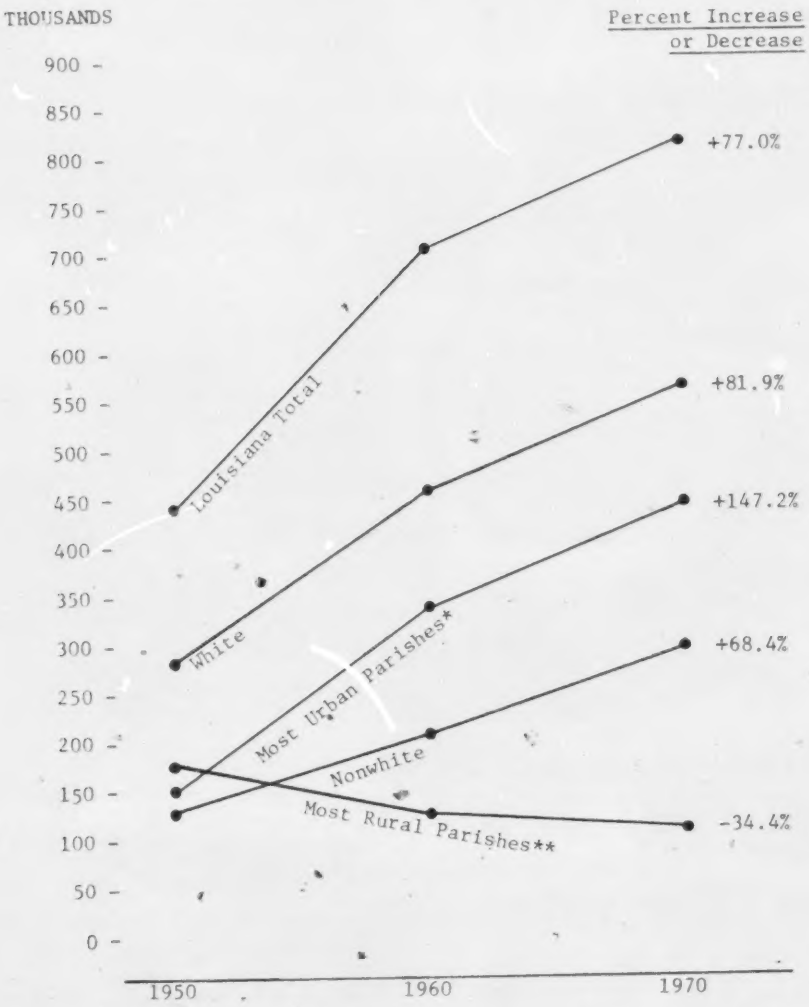
Trends in School Attendance

Paralleling the increase in school-age population, there was also a large increase between 1950 and 1970 in the number of children enrolled in school — an actual increase of 363,324, or 77.0 percent (Figure 8; Table 6 in the Appendix). The white population enrollment increased by 246,090, a gain of 81.9 percent; but nonwhite enrollment gained less markedly, growing by 68.4 percent (an actual gain of 117,234 children). When we examine white and nonwhite enrollment as proportions of total enrollment, we find that the percentages are remarkably stable between 1950 and 1970. White enrollment was 64 percent of total enrollment in 1950 and 1960 and 65 percent in 1970, while nonwhite enrollment was 36 percent in 1950 and 1960 and 35 percent in 1970.

In addition to the proportionate white-nonwhite enrollments, an equally interesting finding is the percentages of both groups that are enrolled as a percent of either total white or nonwhite school-age population (Figure 9; and Table 6 in the Appendix). In 1950 the percent of whites enrolled was 91.4, and this percentage had increased to 94.9 by 1960 and to 95.4 by 1970. For nonwhites, only 87.6 percent of those 7-17 years of age were

FIGURE 8

Population 7-17 Years Old Enrolled in School in Louisiana, 1950–1970, by Race and Most Urban and Most Rural Parishes

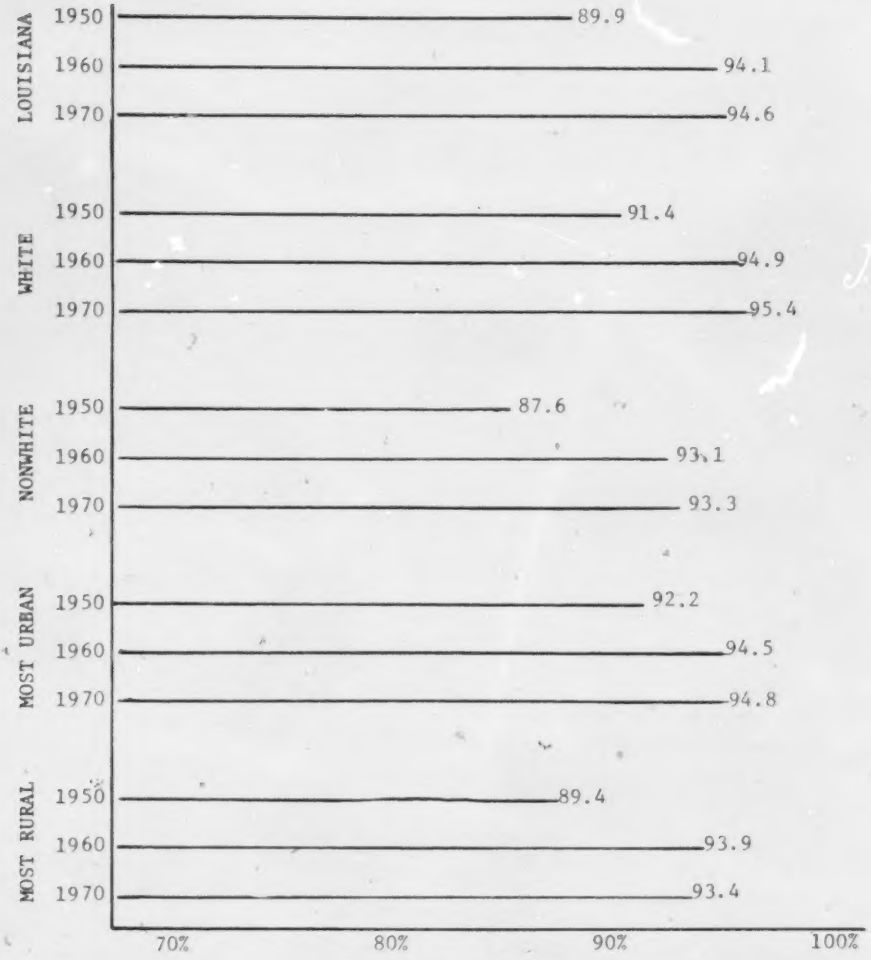


*There were 6 Most Urban Parishes in 1950 and 9 in 1960 and 1970.

**There were 42 Most Rural Parishes in 1950, 32 in 1960, and 27 in 1970.

FIGURE 9

Percent of Total Population 7-17 Years Old Enrolled in School



enrolled in 1950, but this percentage had increased to 93.1 by 1960 and again, but very minimally, to 93.3 by 1970.[12] Apparently by 1960 the white nonwhite disparity, at least when assessed by percent of the student-aged population enrolled, had largely diminished, although it had not been completely eliminated.

When we compare the most urban and most rural categories of parishes, we also see some interesting trends. The most urban parishes grew progressively larger in both actual numbers of school-age children and as a percentage of school enrollment, while the reverse was true for the most rural parishes. The most urban parishes gained by 256,397 persons, or 147.2 percent. But the most rural parishes decreased by 64,882, or 34.4 percent. Neither urban nor rural parishes were too different in terms of percent enrolled, although the most urban parishes were consistently higher on this score. What was especially interesting was the comparison of most urban and most rural parishes as a percent of total state enrollment. In 1950 the most urban parishes accounted for 36.9 percent, but this had increased to 48.1 percent by 1960 and to 51.6 percent by 1970. But for the most rural parishes the percentages went from a high of 40.0 in 1950 to 21.5 in 1960, with a further decrease to 14.8 by 1970. Whereas 4 of every 10 enrolled school-age children lived in the most rural parishes in 1950, only about one and one-half of every 10 did so in 1970. For urban parishes the growth proceeded to a point in 1970 where just over half of all enrolled school-age children lived in the nine most urban parishes.

Teachers in Louisiana Public Schools

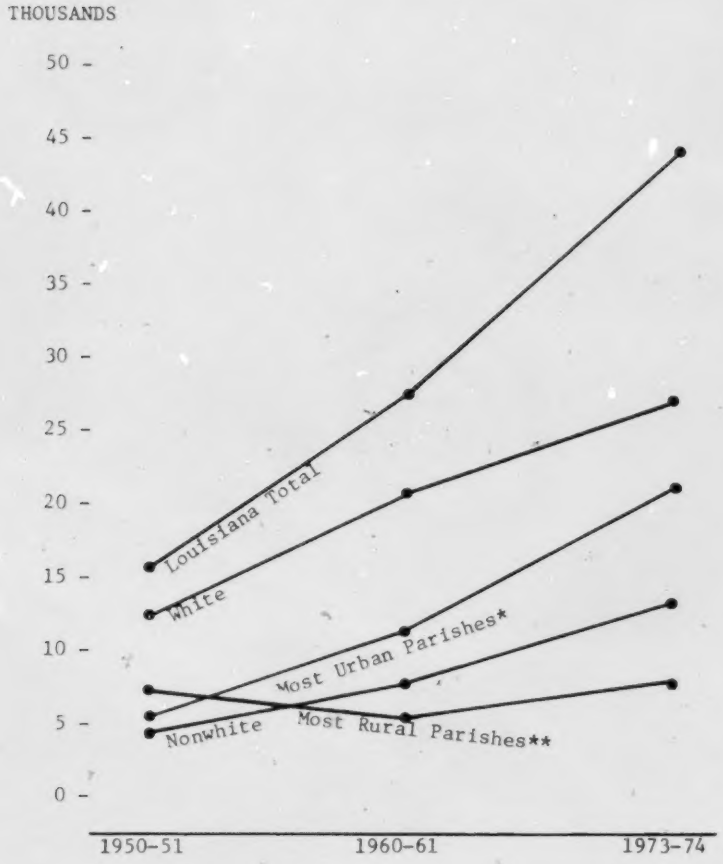
Teacher Distribution

One would expect that the change in number of teachers would be approximately equal to the change in school-age population enrollment. But in point of fact, the growth in the number of teachers has exceeded that of school-age population. Between 1950 and 1970, school-age population enrollment increased by 77.0 percent, whereas the total number of public school teachers increased from 17,400 to 42,235 (in 1973-74), an increase of 24,835, or 142.7 percent (Figure 10; Table 7 in Appendix). Just as this was true in the aggregate data, we find a similar trend for both whites and nonwhites. Whereas the white enrollment increased by 81.9 percent and nonwhite by 68.4 percent, the white teachers increased from 11,872 in 1950-51 to 27,975 in 1973-74, an increase of 135.6 percent. Nonwhite teachers increased from 5,528 in 1950-51 to 14,260 in 1973-74, an increase of 158.0 percent.[3] Thus when we examine the growth rates for

[12] In all cases for enrollments, the deviation from 100% is no doubt accounted for, at least in part, by such things as being in special education programs, having already graduated, having dropped out of school, etc.

FIGURE 10

Total Number of Public School Teachers (and Principals) in Louisiana by Race and Most Urban and Most Rural Parishes, 1950–51, 1960–61, and 1973–74 Sessions



*There were 6 Most Urban Parishes in 1950-51 and 9 in 1960-61 and 1973-74.

**There were 42 Most Rural Parishes in 1950-51, 32 in 1960-61, and 27 in 1973-74.

teachers in Louisiana public schools versus school enrollment, it is apparent that teachers have increased at a faster pace than the number of students.

The change already noted in the general population and school-age population was found in most urban and most rural parishes and is also found in the distribution of teachers in Louisiana. In 1950-51, 43.9 percent of all public school teachers in the state were in the 42 most rural parishes, whereas only 31.9 percent were in the most urban parishes. By 1960-61 this pattern had reversed so that 43.2 percent were in the most urban parishes but only 24.4 percent in the most rural parishes. And, in 1973-74, most urban parishes had 47.4 percent of all the state's public school teachers versus 16.9 percent found in the most rural parishes.

Teacher Training

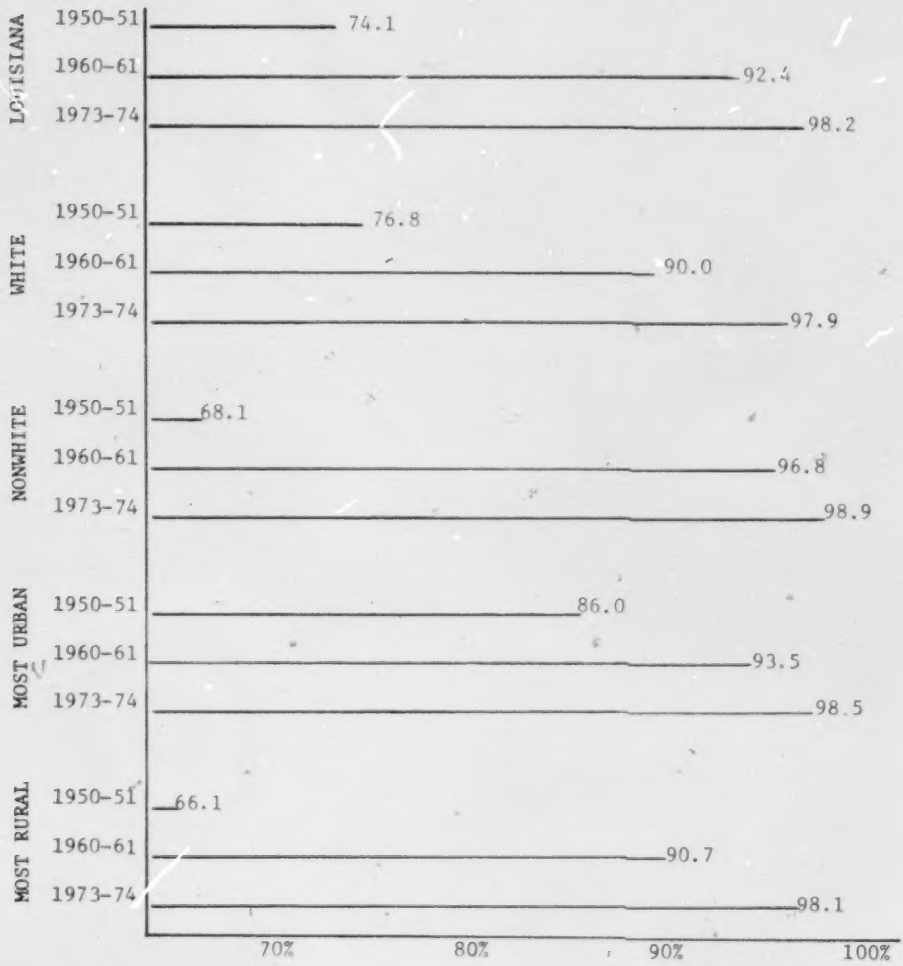
It is also of interest to compare the percentages of teachers in the most urban and most rural parishes who have (a) a college degree and (b) a graduate degree. In the first case, 74.1 percent of all public school teachers in Louisiana had a college degree in 1950-51. Eighty-six percent of those in the most urban parishes had a degree, as compared with only 66.1 percent of the teachers in the most rural parishes (Figure 11; Table 7 in Appendix). This differential had changed markedly by 1960-61, when 92.4 percent of all teachers, 93.5 percent of those in the most urban parishes, and 90.7 percent of those in the most rural parishes had a degree. Almost total equality was achieved by 1973-74, when 98.2 percent of all teachers had a degree, with 98.5 percent in most urban and 98.1 percent in most rural having this qualification.

When we examine the percentages of teachers in urban and rural parishes who have a graduate degree, the findings are somewhat different. From 1950-51 to 1960-61 to 1973-74, the proportion of teachers in Louisiana who had a graduate degree (calculated on the basis of all public school teachers, including those without even an undergraduate degree) increased steadily from 9.3 percent to 21.8 percent to 32.9 percent. Teachers in most urban parishes were consistently (if only slightly) above these percentages — 15.6, 24.5, and 34.2 in 1950-51, 1960-61, and 1973-74, respectively. Rural teachers were consistently (if only slightly) below the state percentages — 6.0, 19.4, and 31.4 for the same time periods. It seems apparent, however, that the historical disparity had largely abated by 1973-74 with only a small rural-urban difference.

Comparisons may also be made between the distributions and training of white and nonwhite teachers. Between 1950-51 and 1973-74 the white/nonwhite proportions of all public school teachers were very similar, with white percentages going from 68.2 to 65.0 to 66.2, while nonwhite percentages were 31.8, 35.0, and 33.8, respectively. The white/nonwhite distributions were also similar in the most urban and the most rural parishes. The similarities fade, however, when we examine the training of

FIGURE 11

Percent of Public School Teachers With Degrees in Louisiana by Race and Most Urban and Most Rural Parishes, 1950–51, 1960–61, and 1973–74 Sessions



the two groups — with a surprising advantage going to nonwhites. Between 1950-51 and 1973-74, the percentage of whites with degrees increased steadily from 76.8 to 90.0 to 97.9; for nonwhites the increase was more dramatic, going from 68.1 to 96.8 to 98.9. In short, from 1950-51 to 1960-61, nonwhites increased their members with college degrees by nearly 30 percent; the increase was so great that a larger percentage of nonwhite teachers than whites were degree holders. Although of less magnitude, nonwhites also had more college graduates as teachers in 1973-74. As may be seen in Table 7 in the Appendix, this historical difference is found in both the most urban and the most rural parishes categories, with an incredible increase in the nonwhite most rural category in which a gain of nearly 40 percent was observed between 1950-51 and 1960-61 (from 56.4 to 95.6).

Little differences are found in the relative percentages of whites and nonwhites with graduate degrees — at least by the 1973-74 school year (Figure 12; Table 7 in Appendix). Whites clearly had larger percentages with graduate degrees in 1950-51 and 1960-61 (11.9 versus 3.8 and 25.2 versus 15.4 for whites and nonwhites, respectively); but in 1973-74, the two groups were nearly equal — 33.1 percent for whites versus 32.6 percent for nonwhites. In addition, the whites and nonwhites when compared within the most urban and most rural categories were nearly equal by 1973-74. Of all white teachers in the most urban parishes category, the percentages with graduate degrees increased from 18.8 to 26.4 to 34.3 between 1950-51 and 1973-74; for nonwhites the percentages started out at a low of 9.2, increased to 21.0 percent, and most recently rose to 34.0 percent. Over the same time period in the most rural parishes category, the percentages of white teachers with graduate degrees went from 8.4 to 24.9 to 31.1 percent, while nonwhites increased from 0.9 to 9.8 to 31.9 percent. Again, by 1973-74, the historical disparity between whites and nonwhites had largely diminished.

Teacher Experience

Another teacher-related variable is their years of experience. The discussion here concentrates on two extremes — 0-4 years experience, which we may assume to be fairly new, inexperienced teachers, (Figure 13; Table 8 in Appendix) and 15 or more years experience, which we may assume to be older, more experienced teachers, (Figure 14; Table 8 in Appendix).

In 1950-51, for the state as a whole, there was a disproportionate number of public school teachers in the more experienced category (44.7 percent). By 1960-61 the percentages had changed slightly but the more experienced category still had a large percentage of the state's teachers (41.4 percent). But the distribution was much different in 1973-74, with the least experienced and most experienced categories being nearly equal (29.5 percent versus 31.2 percent).

FIGURE 12

Percent of Public School Teachers (and Principals) With Graduate Degrees in Louisiana by Race and Most Urban and Most Rural Parishes, 1950–51, 1960–61, and 1973–74 Sessions

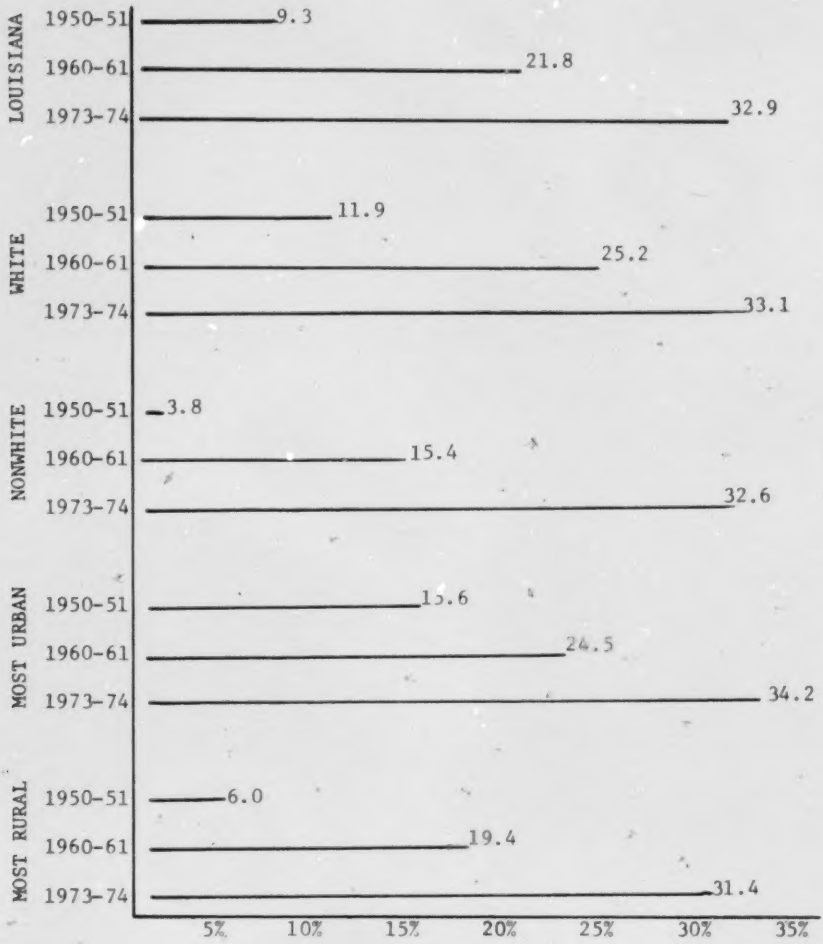


FIGURE 13

Percent of Public School Teachers (and Principals) With 0-4 Years Experience in Louisiana by Race and Most Urban and Most Rural Parishes, 1950–51, 1960–61, and 1973–74 Sessions

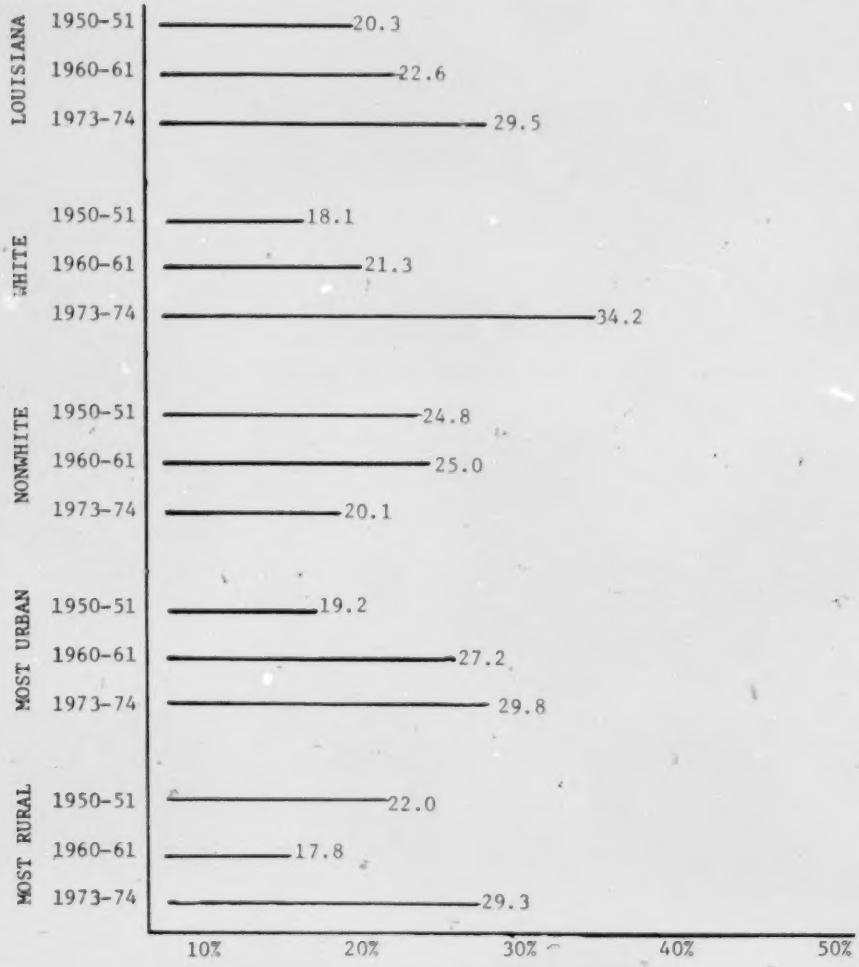
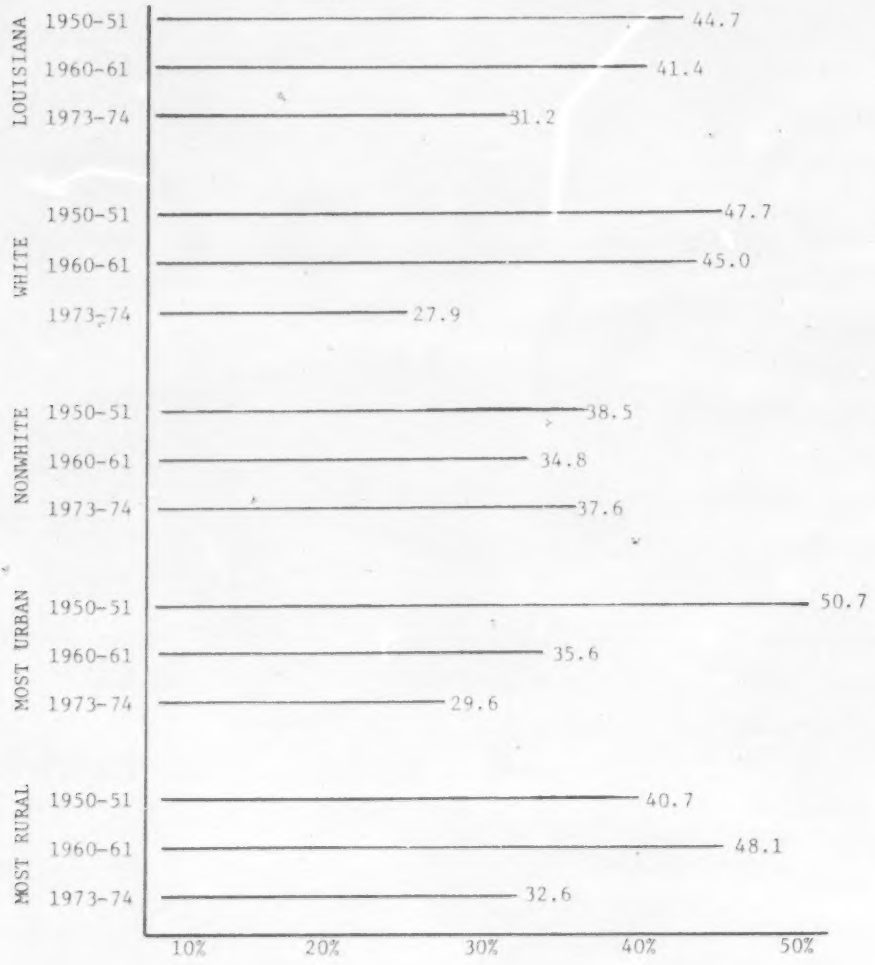


FIGURE 14

Percent of Public School Teachers (and Principals) With 15+ Years of Experience in Louisiana by Race and Most Urban and Most Rural Parishes, 1950–51, 1960–61, and 1973–74 Sessions



When we compare whites and nonwhites, we find some rather sharp differences. In 1950-51 whites included more teachers in the experienced category (47.7 percent for whites versus 38.5 for nonwhites) and fewer teachers in the less experienced category (18.1 percent for whites versus 24.8 for nonwhites). This picture had changed little by 1960-61, with white percentages in most and least experienced categories being 45.0 and 21.3 versus 34.8 and 25.0 for nonwhites. However, by 1973-74 this pattern had reversed; whites had a larger percentage than nonwhites with less experience (34.2 versus 20.1) and a smaller percentage with more experience (27.9 versus 37.6).

The patterns noted in the aggregate state data were mirrored in the most urban and the most rural parishes. In 1950-51, both categories of parishes had large percentages in the most experienced column, with the urban percentage being larger than the rural one (50.7 versus 40.7). This was reversed in 1960-61, when the rural percentage was higher than the urban for most experienced (48.1 for rural versus 35.6 for urban). But in 1973-74, both the most urban and the most rural parishes were like the state as a whole with little difference between them.

Just as there were historical differences between whites and nonwhites in the total state data, so, too, were there differences between these groups in the urban and rural settings studied. In 1950-51 and 1960-61, the white and nonwhite differences in the most urban parishes were minimal; but in 1973-74, urban whites had far more persons in the least experienced category (34.7 percent for whites but only 21.1 percent for nonwhites), while the reverse was true in the most experienced category (26.3 for whites but 35.4 for nonwhites). A somewhat similar trend was found in the most rural parishes, although whites had far fewer persons in the least experienced category in 1950-51 and 1960-61 (18.8 percent and 15.0 percent versus 28.7 percent and 22.9 percent, for whites and nonwhites, respectively). At the same time, whites had larger percentages in the most experienced category (45.1 and 53.9 versus 31.4 and 37.5). Again, as in the urban case, the reverse of this was found in 1973-74, when proportionately more whites were in the least experienced category (35.4 percent for whites, 18.0 percent for nonwhites) and proportionately fewer in the most experienced category (28.5 percent for whites versus 40.0 percent for nonwhites).

Summary and Conclusions

Using the earlier work of Smith, and Smith and Bertrand as points of departure, this study has sought to analyze historical trends in education in Louisiana. In recent years rural areas have been given more and more visibility by the mass media and are no longer as taken-for-granted as they once were. With the possibility of reverse migration streams now leading (back) to rural areas, there is — and will continue to be — greater pressure

on rural areas to provide certain services comparable in quality to those in urban areas. One such service, in particular, is education.

The current study has used census data from 1950, 1960, and 1970 and school data from comparable years (1950-51, 1960-61, and 1973-74) to assess trends in Louisiana education. The units of analysis have been the state, the most urban and most rural parishes — defined as 65 percent urban or rural at each point in time — and whites and nonwhites within the state and within the rural and urban parishes. Data were analyzed on the state population, school-age population — defined as those between 7 and 17 years of age — and all teachers in the public schools.

Summary Highlights

1. Continually greater proportions of the people of Louisiana are living in urban areas.

2. Of those people living in rural areas, there has been a tremendous decrease in the number and percentage classified as rural farm, but a tremendous increase in those classified as rural nonfarm.

3. The proportions of whites and nonwhites in the rural and urban populations of the state are nearly equal and have been nearly equal (i.e., 65-70 percent white, 30-35 percent nonwhite) for at least the last two decades.

4. The number of parishes that are 65 percent or more urban increased from six to nine between 1950 and 1970.

5. The number of parishes that are 65 percent or more rural decreased from 42 to 27 between 1950 and 1970.

6. The proportions of whites and nonwhites in the most urban and most rural parishes of the state are nearly equal and have been nearly equal (i.e., 64-70 percent white, 30-36 percent nonwhite) for at least the last two decades.

7. Between 1950 and 1970 the total population of Louisiana increased by 35.8 percent, but the school-age population increased by 68.2 percent.

8. Forty percent of all school-age children in Louisiana were in the most rural parishes in 1950, but only 15 percent were there in 1970.

9. In 1950, thirty-six percent of all Louisiana school-age children were in the most urban parishes, but by 1970 this had increased to 51 percent. (By 1970 over one-half of all school-age children in the state lived in the nine most urban parishes.)

10. Public school teachers increased at a faster rate than either the state population *or*, more significantly, the public school-age population.

11. Nonwhite public school teachers increased more than white public school teachers (158 percent to 135.6 percent) between 1950 and 1970.

12. About 44 percent of all public school teachers were in the most rural parishes in 1950, but 47 percent were in the most urban parishes in 1970.

13. The percentage of public school teachers with college degrees increased from 74 percent in 1950 to 98 percent in 1973-74.

14. By 1973-74, proportionately more nonwhite public school teachers had degrees than white public school teachers.

15. Rural-urban differences in the percentages of public school teachers with college degrees had essentially disappeared by 1973-74.

16. An initial rural-urban difference in the percentages of public school teachers with graduate degrees had disappeared by 1973-74.

17. Trends relating to teacher experience had a bimodal distribution in 1973-74 — many with little experience (under 5 years) and many with much experience (over 15 years).

18. There was little rural-urban difference in the percentages of much experienced teachers in the most rural and the most urban parishes by 1973-74.

19. The percentage of nonwhite public school teachers with a college degree was much lower than the percentage of white teachers with a college degree in 1950-51, but by 1973-74 a greater proportion of nonwhite public school teachers than white public school teachers had degrees.

20. There was a higher percentage of white public school teachers with much experience in 1950 and 1960, but by 1970 nonwhite public school teachers had the higher percentage in the much experienced category.

Conclusions and Implications

It is clear that the general population shifts in Louisiana have been like those in many other states, with the dominant trend being an increase in mostly urban parishes and a decrease in mostly rural ones. It is also apparent that Louisiana, too, has experienced a movement away from farming by many of those living in rural areas. And yet the future may see an increase in the rural population, albeit in nonfarming occupations.

Accompanying the rural-urban changes in the state's total population was a change in the number of school-age children. By 1970 only 15 percent of the state's school-age children resided in the 27 most rural parishes, while 51 percent resided in the 9 most urban parishes. A shift also occurred in the location of public school teachers. Whereas 44 percent of all public school teachers were in the 42 most rural parishes in 1950, by 1970, 47 percent of the teachers were in the 9 most urban parishes.

Rural-urban differences ceased to exist, however, in the quality of teachers. By 1973-74 there was little rural-urban difference in the percentage of public school teachers with college degrees, the percentage of public school teachers with graduate degrees, or the percentage of public school

teachers in the much-experienced category of teachers.

The educational data presented in this paper demonstrate the trends in the white and nonwhite and rural and urban school-age population. Given their stability over time, little need be said except that it is obvious that the lower percentages of nonwhites in the schools seem largely an historical artifact; while there may be questions about the quality of the educational experience for nonwhites versus whites, there is little doubt that nonwhites are attending school in proportions nearly equal to those for whites.

Perhaps the most interesting findings of this study are those related to teachers. Two things in particular stand out. First, the data dramatically illustrate the "catching up" that has occurred for nonwhite teachers. Although starting out in 1950 with far fewer teachers holding either a bachelor's or graduate degree, by 1973-74 they had not only eliminated this deficit but were, in fact, ahead of their white counterparts. There is a temptation here to speculate as to why this may have happened. While the reasons are no doubt multifaceted, it seems safe to say that the past quarter century has seen a radical turning away from overt racial discrimination. Given HEW and OEO guidelines, nonwhites have had increasing opportunity for jobs in sectors of the labor market that were historically closed to them. Although teaching has historically been an avenue of mobility open to nonwhites, it seems reasonable to suggest here that the increase in nonwhite teachers *and* the incredible improvement in their attaining college degrees is partially due to a reduction in racial discrimination and a concomitant perception of greater opportunity. In short, we are speculating that an occupation open to nonwhites in 1950 was perceived as — and in fact was — even more attainable by 1973-74. The reversal of a greater proportion of whites having college degrees seems to support this line of reasoning. It is not the result, we suggest, of nonwhites simply putting more stress on education. Structurally, the opportunities must exist for certain goals to be attained. Thus aspiring to and attaining a college degree is only part of the picture — and a requisite at that. The larger picture deals with being able to find a teaching position once a degree is obtained, and it is here, in particular, that structural changes must occur. Recall that the percentage growth of nonwhite teachers was far greater than that for the nonwhite population or school-age population. Of course the "real reasons" (if they may be ascertained) are still subject to investigation.

The preceding discussion has dealt with one significant finding of this study — the growth of nonwhite teachers and their training. A second important finding, related to the first, deals with the white and nonwhite differentials and years of experience. (By 1973-74, the historical trend of greater proportions of nonwhites being less experienced than whites had reversed.) Just as we suggested that nonwhites may have perceived more opportunity, thus greater numbers of them attained college degrees, it seems that they may also make a more lasting commitment to teaching once

in it. The persons in the 1973-74 cohort of greater than 15 years of experience have been teaching since at least 1958-59. Historically, nonwhites have not had the freedom to move *between* professions so much as to move *within* a profession. For example, instead of leaving teaching for a comparable profession (vis-a-vis a "job," which may be perceived of as less status even though potentially greater income producing), nonwhites may have been more likely to stay in an already secure position — say move from teacher to principal. Again this is speculation, but keep in mind that the late 1960's and early 1970's were a time of turbulence in education, especially in Louisiana, where school desegregation occurred full force around 1970. For whites this could have expedited leaving the profession. In any case, the data demonstrate the change in the distribution of those with varying years of experience; the reasons for this redistribution are still speculative.

The analysis reported in this paper is only part of a much larger body of work currently in progress. Hopefully, questions raised in this paper will be answered in later papers which will detail historical trends with data of one-year intervals — thus if *a* turning point occurred it may be detectable. The present paper has merely shown the decrease in children directly affected by rural education and certain parallels between the educational structures in rural and urban areas. While our emphasis here has been on what seemed the significance of white and nonwhite differentials, our larger goal remains the investigation of educational equity between rural and urban areas. And it is to that end that our future work will address itself.

Table 1.–Population Trends in Louisiana, 1950–1970, by Race, Residence, and Most Urban and Most Rural Parishes

Population Group	1950	1960	1970	Increase or Decrease 1950-1970 Number	Percent
TOTAL	2,683,516	3,257,022	3,643,180	959,664	35.8
Residence					
Urban	1,471,696	2,060,606	2,406,150	934,454	63.5
Rural-Farm	567,455	233,138	113,757	-453,698	-80.0
Rural-Nonfarm	644,365	963,278	1,118,627	474,262	73.6
Race					
Whites	1,796,683	2,214,954	2,541,498	744,815	41.5
Urban	1,022,931	1,415,619	1,666,021	643,090	62.9
Rural-Farm	332,608	141,739	85,190	-247,418	-74.4
Rural-Nonfarm	441,144	654,516	794,742	353,598	80.2
Nonwhites	886,833	1,045,068	1,099,808	212,975	24.0
Urban	448,765	644,907	745,446	296,681	66.1
Rural-Farm	234,847	91,399	28,567	-206,271	-87.8
Rural-Nonfarm	203,221	308,762	323,885	120,664	59.4
Most Urban Parishes	1,173,449	1,678,814	1,928,480	755,031	64.3
Urban	1,045,421	1,482,560	1,723,795	678,374	64.9
Rural-Farm	35,186	16,100	7,856	-27,330	-77.7
Rural-Nonfarm	92,842	180,154	196,829	103,987	112.0
Most Rural Parishes	907,427	636,854	522,721	-384,706	-42.4
Urban	155,778	125,912	105,034	-50,755	-32.6
Rural-Farm	376,232	104,546	44,054	-332,178	-88.3
Rural-Nonfarm	375,417	406,396	373,633	-1,784	-0.5

Table 2.–A Listing of the Most Rural Parishes in 1950, 1960, and 1970

1950		1960		1970	
Most Rural Parishes	Percent Rural	Most Rural Parishes	Percent Rural	Most Rural Parishes	Percent Rural
Assumption	100.0	Assumption	100.0	Assumption	100.0
Bienville	100.0	Caldwell	100.0	Caldwell	100.0
Caldwell	100.0	Cameron	100.0	Cameron	100.0
Cameron	100.0	Catahoula	100.0	Grant	100.0
Catahoula	100.0	East Feliciana	100.0	LaSalle	100.0
Grant	100.0	Grant	100.0	Red River	100.0
LaSalle	100.0	LaSalle	100.0	St. Helena	100.0
Livingston	100.0	Red River	100.0	Tensas	100.0
Plaquemines	100.0	St. Helena	100.0	West Carroll	100.0
Red River	100.0	Tensas	100.0	West Feliciana	100.0
Sabine	100.0	West Carroll	100.0	Sabine	83.3
St. Helena	100.0	West Feliciana	100.0	Pointe Coupee	82.1
St. James	100.0	Bienville	84.8	Bienville	81.5
Tensas	100.0	Union	84.5	Livingston	81.5
Union	100.0	Franklin	83.0	Union	81.5
West Carroll	100.0	Sabine	83.0	Franklin	77.7
West Feliciana	100.0	Pointe Coupee	82.4	Catahoula	76.5
Richland	88.2	St. James	82.2	Avoyelles	73.7
Franklin	87.6	St. Charles	77.9	East Feliciana	73.4
Pointe Coupee	87.1	Livingston	77.9	St. Charles	72.8
St. Martin	82.5	DeSoto	75.9	DeSoto	71.7
DeSoto	81.8	Jackson	75.7	Plaquemines	71.7
Ascension	81.5	Avoyelles	74.9	Richland	68.5
Jackson	79.9	Vernon	74.4	Jackson	68.2
Evangeline	79.0	Iberville	74.3	Ascension	68.0
Iberville	78.5	Richland	72.4	St. James	67.2
Avoyelles	78.2	Evangeline	67.0	Iberville	66.7
St. Bernard	76.2	Allen	66.7		
Vernon	75.4	Ascension	66.6		
Lafourche	75.0	St. Martin	66.4		
St. Charles	74.8	St. Tammany	66.1		
East Carroll	74.7	Plaquemines	65.5		
St. Landry	74.7				
Natchitoches	74.0				
West Baton Rouge	73.6				
Concordia	73.3				
Tangipahoa	72.0				
Allen	70.3				
St. John	70.0				
Claiborne	68.9				
St. Tammany	68.2				
Beauregard	67.4				
N = 42		N = 32		N = 27	

Table 3.—A Listing of the Most Urban Parishes in 1950, 1960, and 1970

1950		1960		1970	
Most Urban Parishes	Percent Urban	Most Urban Parishes	Percent Urban	Most Urban Parishes	Percent Urban
Orleans	100.0	Orleans	100.0	Orleans	99.7
Jefferson	88.8	Jefferson	94.1	Jefferson	95.8
East Baton Rouge	85.8	East Baton Rouge	85.1	St. Bernard	91.3
Caddo	75.6	Caddo	80.8	East Baton Rouge	86.9
Calcasieu	72.2	Ouachita	79.2	Caddo	85.5
Ouachita	65.4	Calcasieu	73.9	Ouachita	78.5
		Iberia	67.0	Calcasieu	74.8
N = 6		Bossier	66.0	Lafayette	71.6
		St. Bernard	66.0	St. Mary	65.2
		N = 9		N = 9	

Table 4.—Population Trends in Louisiana, 1950–1970, by Race for Most Urban and Most Rural Parishes

	1950	1960	1970
Most Rural Parishes	907,427	636,854	523,053
White	578,071	409,682	343,991
% White	63.7%	64.3%	65.8%
Nonwhite	329,356	227,172	179,062
% Nonwhite	36.3%	35.7%	34.2%
Most Urban Parishes	1,173,439	1,680,814	1,928,845
White	810,499	1,164,421	1,340,558
% White	69.1%	69.3%	69.5%
Nonwhite	362,940	516,393	588,287
% Nonwhite	30.9%	30.7%	30.5%

Table 5.–Changes in the Number of Persons 7-17 Years Old in Louisiana, 1950–1970, by Race and Most Urban and Most Rural Parishes

Population Group 7-17 Years Old	1950	1960	1970	Increase or Decrease 1950-1970	
				Number	Percent
TOTAL POPULATION	524,545	731,455	882,475	357,930	68.2
Whites	328,685	465,982	572,961	244,276	74.3
Nonwhites	195,860	263,926	309,514	113,654	58.0
Most Urban Parishes	188,895	350,619	454,080	265,185	140.4
Most Rural Parishes	211,265	157,639	132,659	-78,606	-37.2

Table 6.–Changes in Number of Persons 7-17 Years Old Enrolled in School in Louisiana, 1950–1970, by Race and Most Urban and Most Rural Parishes

Population Group 7-17 Years of Age Enrolled in School	1950	1960	1970	Increase or Decrease 1950-1970 Number	Percent
Total Population Enrolled	471,810	688,336	835,134	363,324	77.0
Percent Enrolled	89.9	94.1	94.6		
White Pop. Enrolled	300,315	442,477	546,405	246,090	81.9
Percent Enrolled	91.4	94.9	95.4		
Nonwhite Pop. Enrolled	171,495	245,859	288,729	117,234	68.4
Percent Enrolled	87.6	93.1	93.3		
Number Enrolled, Most Urban Parishes	174,165	331,325	430,562	256,397	147.2
Percent Enrolled	92.2	94.5	94.8		
Number Enrolled, Most Rural Parishes	188,825	147,947	123,943	-64,882	-34.4
Percent Enrolled	89.4	93.9	93.4		

Table 7.–Trend in Professional Training of Public School Teachers (and Principals) in Louisiana by Race and Most Urban and Most Rural Parishes, 1950–51, 1960–61, and 1973–74 Sessions

Residence and Race Group	1950–51 Session					1960–61 Session					1973–74 Session				
	Total # of Teachers	Teachers with Degrees				Total # of Teachers	Teachers with Degrees				Total # of Teachers	Teachers with Degrees			
		Bachelor's	Master's	Ph.D./ Ed.D	Total		Bachelor's	Master's	Ph.D./ Ed.D	Total		Bachelor's	Master's	Ph.D./ Ed.D.	Total
Louisiana	17,400	11,263	1,621	0	12,884	27,726	19,564	6,030	22	25,616	42,235	27,589	13,815	83	41,487
% w/Degrees	74.1					92.4					98.2				
White	11,872	7,708	1,411	0	9,119	18,036	11,576	4,539	21	16,236	27,975	18,139	9,173	74	27,386
% w/Degrees	76.8					90.0					97.9				
Nonwhite	5,528	3,555	210	0	3,765	9,690	7,888	1,491	1	9,380	14,260	9,450	4,642	9	14,101
% w/Degrees	68.1					96.8					98.9				
Most Urban Parishes	5,543	3,902	866	0	4,768	11,975	8,266	2,918	13	11,197	20,035	12,888	6,802	49	19,739
% w/Degrees	86.0					93.5					98.5				
White	3,723	2,469	699	0	3,168	7,664	4,949	2,012	12	6,973	12,754	8,159	4,334	41	12,534
% w/Degrees	85.1					91.0					98.3				
Nonwhite	1,820	1,433	167	0	1,600	4,311	3,317	906	1	4,224	7,281	4,729	2,468	8	7,205
% w/Degrees	87.9					98.0					99.0				
Most Rural Parishes	7,631	4,589	455	0	5,044	6,758	4,811	1,313	5	6,129	7,120	4,748	2,220	13	6,981
% w/Degrees	66.1					90.7					98.1				
White	5,176	3,226	433	0	3,659	4,343	2,739	1,076	5	3,820	4,610	3,058	1,419	13	4,490
% w/Degrees	70.7					88.0					97.4				
Nonwhite	2,455	1,363	22	0	1,385	2,415	2,072	237	0	2,309	2,510	1,690	801	0	2,491
% w/Degrees	56.4					95.6					99.2				

Table 8.–Trend in Professional Experience of Public School Teachers (and Principals) in Louisiana by Race and Most Urban and Most Rural Parishes, 1950–51, 1960–61, and 1973–74 Sessions

Residence and Group	1950-1951 Session[a]				1960-61 Session[b]				1973-74 Session[c]			
	% of Teachers with 0-4 Yrs. Experience	% of Teachers with 5-9 Yrs. Experience	% of Teachers with 10-14 Years Experience	% of Teachers with 15 or More Yrs. Experience	% of Teachers with 0-4 Yrs. Experience	% of Teachers with 5-9 Yrs. Experience	% of Teachers with 10-14 Years Experience	% of Teachers with 15 or More Yrs. Experience	% of Teachers with 0-4 Yrs. Experience	% of Teachers with 5-9 Yrs. Experience	% of Teachers with 10-14 Years Experience	% of Teachers with 15 or More Yrs. Experience
Louisiana	20.3	18.9	16.1	44.7	22.6	20.8	15.1	41.4	29.5	22.9	16.5	31.2
White	18.1	17.3	16.9	47.7	21.3	18.9	14.8	45.0	34.2	23.2	14.7	27.9
Nonwhite	24.8	22.3	14.5	38.5	25.0	24.4	15.9	34.8	20.1	22.2	20.2	37.6
Most Urban Parishes	19.2	15.7	14.5	50.7	27.2	23.1	14.2	35.6	29.8	23.3	17.4	29.6
White	17.8	14.9	14.4	52.8	27.6	21.0	13.8	37.6	34.7	23.9	15.0	26.3
Nonwhite	21.9	17.3	14.6	46.3	26.3	26.8	14.8	32.1	21.1	22.1	21.4	35.4
Most Rural Parishes	22.0	20.4	16.9	40.7	17.8	18.0	16.1	48.1	29.3	22.4	15.8	32.6
White	18.8	18.0	18.1	45.1	15.0	15.5	15.5	53.9	35.4	22.2	14.0	28.5
Nonwhite	28.7	25.5	14.4	31.4	22.9	22.4	17.3	37.5	18.0	22.9	19.0	40.0

[a,b,c] Reading across for each year, the rows sum to 100 percent.